

EDUCATION, EARLY CHILDHOOD EDUCATION AND CHILD DEVELOPMENT - ASSOCIATE IN ARTS



CHLD

Child development and early childhood education majors are trained to work with families, parents, young children and those who impact the development and well being of children. Child development associates may be employed in a variety of educational and social settings including child care facilities, Head Start programs, preschools, public schools, group homes and residential care facilities. Child development associates are nationally recognized and have an ample number of bachelor's degree programs within close proximity to further their education beyond the associate degree. Three field placements provide students with critical opportunities for competency-based professional development.

The Early Childhood Education and Child Development concentration is fully accredited through the National Association for the Education of Young Children (<https://www.naeyc.org/>).

Students who plan to transfer to a four-year college for early childhood education are required to meet with a Human Services faculty advisor during their first semester to map out their program of study. Students who have completed their CDA - Child Development Associate are required to meet with a Human Services faculty adviser to apply for prior learning assessment credits toward their degree.

Note: Students enrolled in the Human Services program must earn a grade of C or better in all Human Services courses. Many courses require prerequisites, corequisites and/or testing. See course descriptions for details (<https://catalog.ccri.edu/course-descriptions/>).

Program Learning Outcomes

Upon completion of this program, a student will be able to:

- (a.) Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development. (b.) Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, and approaches to learning, and with the capacity to make choices. (c.) Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities. (d.) Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child. (Child Development and Learning in Context)
- (a.) Know about, understand, and value the diversity of families. (b.) Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement. (c.) Use community resources to support young

children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies. (Family-Teacher Partnerships and Community Connections)

- (a.) Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings. (b.) Know a wide range of types of assessments, their purposes, and their associated methods and tools. (c.) Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child. (d.) Build assessment partnerships with families and professional colleagues. (Child Observation, Documentation and Assessment)
- (a.) Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children. (b.) Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children. (c.) Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning. (Developmentally, Culturally, and Linguistically Appropriate Teaching Practices)
- (a.) Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum. (b.) Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area. (c.) Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge. (Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum)
- (a.) Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession. (b.) Know about and uphold ethical and other early childhood professional guidelines. (c.) Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues. (d.) Engage in continuous, collaborative learning to inform practice. (e.) Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession. (Professionalism as an Early Childhood Educator)

Requirements

Code	Title	Hours
General Education Requirements		
ENGL 1010	Composition I (or ENGL 1010A) Communication; Information Literacy	HUMN; Written 3
HMNS 2060	Foundations of Teaching and Learning Communication; Information Literacy	SSCI; Written 3
HMNS 2100	Child Growth and Development Skills Communication; Information Literacy	SSCI; Written 3

PSYC 2070 Educational Psychology ^{SSCI; Critical Thinking; Scientific Reasoning} 3

Choose ONE Fine Arts or World Languages Elective: ^{HUMN} 3

- ARTS 1001 Introduction to Visual Arts ^{Critical Thinking; Diverse Perspectives}
- MUSC 1160 Introduction to Music ^{Non-Written Communication; Diverse Perspectives}
- MUSC 1165 History of Rock ^{Non-Written Communication; Diverse Perspectives}
- THEA 1090 Introduction to Theatre ^{Information Literacy; Diverse Perspectives}

World Languages Elective (<https://catalog.ccri.edu/academic-information/general-education/course-attributes/#langgened/>)

Choose ONE Literature Elective: ^{HUMN} 3

- ENGL 1021 American Literature since 1865 ^{Written Communication; Critical Thinking}
- ENGL 1040 World Literature to 16th Century ^{Written Communication; Critical Thinking}
- ENGL 1200 Introduction to Literature ^{Written Communication; Critical Thinking}
- ENGL 1210 Introduction to Film ^{Written Communication; Critical Thinking}
- ENGL 1220 Introduction to Poetry ^{Written Communication; Critical Thinking}
- ENGL 1240 Readings in the Novel ^{Written Communication; Critical Thinking}
- ENGL 1250 Readings in the Short Story ^{Written Communication; Critical Thinking}
- ENGL 1285 Women and Literature ^{Written Communications; Diverse Perspectives}
- ENGL 1290 African-American Literature and Culture ^{Non-Written Communication; Social and Professional Responsibilities}
- ENGL 2040 World Literature from 16th Century ^{Written Communication; Critical Thinking}
- ENGL 2200 Children's Literature (Recommended; meets A.A. Gen Ed Requirement and URI Transfer) ^{Written Communication; Diverse Perspectives}

Choose ONE Mathematics Elective: ^{MSCI} 3-4

- MATH 1139 Mathematics for Liberal Arts Students (or MATH 1139C) ^{Scientific Reasoning; Quantitative Literacy}
- MATH 1143 Mathematics for Elementary School Teachers I ^{Scientific Reasoning; Quantitative Literacy}
- MATH 1175 Statistics for the Health and Social Sciences (or MATH 1175C) ^{Scientific Reasoning; Quantitative Literacy}
- MATH 2111 Pre-Calculus Mathematics ^{Scientific Reasoning; Quantitative Literacy}
- MATH 2141 Calculus I ^{Scientific Reasoning; Quantitative Literacy}

Choose ONE Science Elective: ^{MSCI} 4

- BIOL 1005 Biology in the Modern World ^{Scientific Reasoning; Social and Professional Responsibilities}
- BIOL 1007 Explorations in Biology
- GEOL 1010 Introduction to Geology - How the Earth Works ^{Critical Thinking; Scientific Reasoning}
- OCEN 1040 Introduction to Oceanography (Formerly OCEN 1010 and 1030) ^{Critical Thinking; Quantitative Literacy}
- PHYS 1030 General Physics I ^{Critical Thinking; Quantitative Literacy}

Choose ONE Social Sciences Elective: ^{SSCI} 3-4

- BUSN 1010 Introduction to Business ^{Written Communication; Social and Professional Responsibilities}
- HIST 1010 Survey of Western Civilization I ^{Information Literacy; Diverse Perspectives}
- HIST 1020 Survey of Western Civilization II ^{Written Communication; Non-Written Communication}
- HIST 1030 World History I ^{Critical Thinking; Diverse Perspectives}
- HIST 1040 World History II ^{Critical Thinking; Diverse Perspectives}
- HIST 1210 History of the United States to 1877 ^{Information Literacy; Diverse Perspectives}
- PSYC 2010 General Psychology ^{Critical Thinking; Scientific Reasoning}
- SOCS 1010 General Sociology ^{Information Literacy; Diverse Perspectives}
- SOCS 2020 Marriage and Family ^{Critical Thinking; Diverse Perspectives}

Select one additional Gen Ed course from any of the Humanities, Math/Science, or Social Sciences domain (3 credits) 3

Sub-Total General Education 31-33

Major Requirements

- HMNS 1010 Introduction to Helping and Human Services 3
- HMNS 1080 Health, Nutrition and the Young Child 3
- HMNS 1101 Introduction to Teaching and Learning 2
- HMNS 1210 Field Experience and Seminar I -Child Development[^] 3
- HMNS 2120 Curriculum for Young Children 3
- HMNS 2150 Parent and Child Relations 3
- HMNS 2710 Diversity and Cultural Competency Skills[^] (Proposed Gen Ed) 3
- HMNS 2900 Human Services Capstone 3

Choose TWO Human Service Electives: ¹ 6

- HMNS 1090 Foundations of Aging, Older Adults, and Caregiving (For students considering the URI-HDF programs such as Gerontology, recommended choice: HMNS 2310 + HMNS 1090 Gerontology and Elder Care)
- HMNS 2070 Characteristics and Needs of Special Populations
- HMNS 2140 Guiding Children's Behavior (May only complete HMNS 2140 or HMNS 2190)
- HMNS 2190 Infant/Toddler Care: Methods and Materials (May only complete HMNS 2140 or HMNS 2190)
- HMNS 2310 Field Experience Seminar II-Child Development[^]
- HMNS 2410 Field Experience Seminar III-Child Development[^]

Sub-Total Major Requirements 29

Total Hours 60-62

¹ A minimum of 60 credits must be completed to earn the AA degree and 30 of those credits must apply to the General Education requirements. If a student did not meet all General Education area requirements as prescribed above, these 6 credits may be used to meet those requirements.

[^] Work-based learning course

Code	Title	Hours
World Language Course List		
ASLG 1010	American Sign Language I	3
ASLG 1020	American Sign Language II	3
ITAL 1030	Elementary Italian I	3
ITAL 1040	Elementary Italian II	3
SPAN 1030	Elementary Spanish I	3
SPAN 1040	Elementary Spanish II	3
SPAN 2010	Intermediate Spanish I	3
SPAN 2020	Intermediate Spanish II	3

Recommended Course Sequence

Course	Title	Hours
Year 1		
Semester 1		
ENGL 1010	Composition I (or ENGL 1010A)	3
HMNS 1010	Introduction to Helping and Human Services	3
HMNS 2100	Child Growth and Development Skills	3
PSYC 2070	Educational Psychology	3
Choose ONE of the following:		3-4
BUSN 1010	Introduction to Business	
HIST 1010	Survey of Western Civilization I	
HIST 1020	Survey of Western Civilization II	
HIST 1030	World History I	
HIST 1040	World History II	
HIST 1210	History of the United States to 1877	
HIST 2260	A Survey of East Asian Civilization	
PSYC 2010	General Psychology	
SOCS 1010	General Sociology	
SOCS 2020	Marriage and Family	
Hours		15-16
Semester 2		
HMNS 1210	Field Experience and Seminar I -Child Development^	3
HMNS 1101	Introduction to Teaching and Learning	3
HMNS 2120	Curriculum for Young Children	3
Choose ONE of the following:		3-4
MATH 1139	Mathematics for Liberal Arts Students (or MATH 1139C)	
MATH 1143	Mathematics for Elementary School Teachers I	
MATH 1175	Statistics for the Health and Social Sciences (or MATH 1175C)	
MATH 2111	Pre-Calculus Mathematics	
MATH 2141	Calculus I	
Choose ONE of the following:		3
ENGL 1021	American Literature since 1865	
ENGL 1040	World Literature to 16th Century	
ENGL 1200	Introduction to Literature	
ENGL 1210	Introduction to Film	
ENGL 1220	Introduction to Poetry	
ENGL 1240	Readings in the Novel	
AAAF 1248	African-American Literature and Culture	

ENGL 1250	Readings in the Short Story	
ENGL 1285	Women and Literature	
ENGL 2040	World Literature from 16th Century	
ENGL 2200	Children's Literature (Meets A.A. Gen Ed Requirement and URI Transfer)	
Choose ONE of the following:		3
Humanities Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#humngened/)		
Mathematics Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#mathgened/)		
Science Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#scigened/)		
Social Science Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#sscigened/)		

Hours		18-19
Year 2		
Semester 1		
HMNS 2060	Foundations of Teaching and Learning	3
HMNS 2150	Parent and Child Relations	3
HMNS 2710	Diversity and Cultural Competency Skills^	3
Choose ONE of the following:		4
BIOL 1005	Biology in the Modern World	
BIOL 1007	Explorations in Biology	
GEOL 1010	Introduction to Geology - How the Earth Works	
OCEN 1040	Introduction to Oceanography (Formerly OCEN 1010 and 1030)	
PHYS 1030	General Physics I	
PSYC 2010	General Psychology	
SOCS 1010	General Sociology	
SOCS 2020	Marriage and Family	
Choose ONE of the following:		3
HMNS 1090	Foundations of Gerontology and Elder Care (For students considering the URI-HDF programs such as Gerontology, recommended choice: HMNS 2310 + HMNS 1090 Foundations of Gerontology and Elder Care)	
HMNS 2070	Characteristics and Needs of Special Populations	
HMNS 2140	Guiding Children's Behavior (or HMNS 2190 Infant/Toddler Care: Methods and Materials)	
HMNS 2310	Field Experience Seminar II-Child Development^ (Recommended)	
HMNS 2410	Field Experience Seminar III-Child Development	

Hours		16
Semester 2		
HMNS 1080	Health, Nutrition and the Young Child	3
HMNS 2900	Human Services Capstone	3
Choose ONE of the following:		3

HMNS 1090	Foundations of Gerontology and Elder Care (For students considering the URI-HDF programs such as Gerontology, recommended choice: HMNS 2310 + HMNS 1090 Foundations of Gerontology and Elder Care)	
HMNS 2070	Characteristics and Needs of Special Populations	
HMNS 2140	Guiding Children's Behavior (or HMNS 2190 Infant/Toddler Care: Methods and Materials)	
HMNS 2310	Field Experience Seminar II-Child Development [^]	
HMNS 2410	Field Experience Seminar III-Child Development	
Choose ONE of the following:		3
ARTS 1001	Introduction to Visual Arts	
MUSC 1160	Introduction to Music	
MUSC 1165	History of Rock	
THEA 1090	Introduction to Theatre	
World Languages Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#langened/)		
Choose ONE of the following:		3
Humanities Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#humngened/)		
Mathematics Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#mathgened/)		
Science Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#scigened/)		
Social Science Elective (https://catalog.ccri.edu/academic-information/general-education/course-attributes/#sscigened/)		
Hours		15
Total Hours		64-66

[^] Work-based learning course

Transfer

Please meet with an Academic Advisor/Student Success Coach (<https://ccri.edu/advising/>) if you are interested in earning a bachelor's degree. Your Academic Advisor will help you select the courses that best prepare you for transfer to a four-year college or university.

Check out the Joint Admissions Agreement (<https://ccri.edu/jaa/>) if you are interested in transferring to Rhode Island College or the University of Rhode Island. The JAA program offers seamless transfer to RIC or URI with additional benefits. Transfer information, events, and articulations are available on the Transfer Center website (https://ccri.edu/oes/transfer_center/).